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ABSTRACT

This manual was designed for students with a research assignment who do not know how to begin. Students are required to read each chapter completely and follow the instructions it contains before going on to the next chapter. First, a checklist of necessary materials and supplies is provided. Then, Chapter I helps the student clarify the purposes of the research project and the directions he/she has been given. Chapter II shows how to identify the one general question the paper will answer and the specific questions that will be investigated. Chapter III defines primary and secondary materials and requires the student to list those he/she will be using. Chapter IV outlines a quick and easy way to take notes, explaining the preparation of bibliography cards and delineating what each note card should include. Chapter V shows how to sort the note cards according to the research questions identified, and Chapter VI considers the construction of a topic outline. Chapter VII focuses on the preparation of the first draft, looking at ways of writing an introduction, supportive arguments, and the conclusion. Chapter VIII discusses the problems of quotations and plagiarism. Chapter IX tells the student why and how to write subsequent drafts, and Chapter X considers the finished paper and the use of footnotes, the title page, table of contents, pagination, and the bibliography. Illustrations and highlighted hints are provided throughout the text. (AYC)

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HELPFUL HINTS TO BETTER RESEARCH WRITING

A Ten-Step Guide from the Assignment to the Finished Paper

A. Helen Smith, Ph.D.

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INTRODUCTION

Helpful Hints to Better Research Writing is designed to help those of you who are suddenly confronted with a research assignment and don't know how to begin. The method described in this book has evolved from my ten years of experience both writing and teaching others to write research assignments. I have included all the time-saving hints on how to overcome the rough spots as well as answers to the questions beginning writers most often ask about research writing.

This method continues to work for me as well as for the many others who use it. It will work for you, too, as long as you follow the chapters, one at a time, exactly as written. And, because the first step is often the most difficult, I have eased you into it with a page of preliminaries.

HINT: To use this book most effectively, read one chapter all the way through, stop reading and follow instructions given in the chapter, then go on to the next chapter.

THE PRELIMINARIES

HINT: Before you even undertake the assignment, gather all the materials you will need to write any research paper. This overcomes the temptation to delay when you get the assignment. Once you have your materials, you have already begun!

Checklist:

- [ ] 1. Style sheet, other format information, or a sample of an acceptable report
- [ ] 2. Handbook of English usage
- [ ] 3. A good dictionary
- [ ] 4. 5x8 white unlined index cards or 5x8 white unlined pads
- [ ] 5. Rubber bands (if you use cards)or paper clips (if you use pads)
- [ ] 6. Large package of inexpensive smooth white paper 8½ x 11
- [ ] 7. Supply of pens, sharpened pencils
- [ ] 8. Expanding file with your name and address on it

If you plan to type the finished paper yourself, you must also have:

- [ ] 1. Typewriter with new ribbon and clean type
- [ ] 2. Good quality 16 or 20 pound white paper, 8½x11

HINT: Unless you plan to submit a photocopy, do not use eraseable paper. It smudges.

I - THE ASSIGNMENT:

Know Why You're Doing This

No one will ever expect you to undertake a research assignment completely without direction. Your responsibility, however, is to get these directions down on paper as clearly and as specifically as possible. To do this, you have to ask the right questions. The questions below are the right questions to ask about nearly all research assignments. Write out the answers on a 5x8 card held sideways, and keep referring to them as you do your research and writing.

1. What is the assignment exactly as you received it? (If you were not given the assignment in writing, you write it out and gain written approval from the person who gave you the assignment.)

2. What is the purpose of the assignment? (Every assignment has a purpose. If you don't know for sure, ask the person who gave you the assignment.)

3. Who will read the finished paper? (The answer to this question will determine how technical your language will be in the finished paper.)

4. What format is required? (As you will learn later, there are several published style sheets, each one different from the others. If you are writing a business report for which no particular style sheet is required, ask for a copy of a report that has been accepted and use it as a model for the way your finished paper will look.)

5. When is the finished paper due? (This is important: NEVER HAND IN AN ASSIGNMENT LATE.)

6. How will you schedule your time? The most workable schedule is a 3/4 - 1/4 time schedule.

Count up the number of days (or weeks or months) you have to complete the assignment.

Allow 3/4 of your allotted time for research and note-taking:

from_____ to_____
(date) (date)

Allow 1/4 of your allotted time for writing, editing and typing up the final copy:

from_____ to_____

Stick to your schedule.

II - GUIDE LINES FOR RESEARCH:

Know What You're Looking For

Three-quarters of your time will be spent in research and note-taking. To avoid going off in wrong directions and taking many notes you'll never use, you must structure your research. You do this by asking the ONE, BASIC, GENERAL question your paper is going to answer. This is the question about the problem you have been assigned to solve. Write this question on a 5x8 note card, held sideways.

Now write as many specific questions as you can think of about that major question you just wrote. List them on the same note card. You may add other questions as you do your research; you may leave out some of the questions you list at first.

SAMPLE QUESTION CARD

GENERAL QUESTION:_____

_____

_____?

Specific questions relating to the general question:

1. _____?
2. _____?
3. _____? etc.

HINT: You will discover later that the answer to the general question will become the thesis of your paper. The answers to some of your specific questions will support your thesis.

Now that you have gathered your materials, understood the assignment, set up a time schedule, and determined the questions you are going to investigate, you are ready to begin looking for information.

III - HOW TO BEGIN RESEARCH:

Between You and Your Library

Primary and Secondary Materials

Sources of information for your paper will be either primary or secondary.

Primary materials are what you are writing about. These may be departmental reports, personal letters and journals, works of art, results of surveys or experiments. Your own ideas are a primary source.

If you base your paper on primary materials, you can produce an original report or publishable article to which others will refer for facts and knowledgeable interpretations.

Review your question card and list all primary materials which may be useful to your paper:

PRIMARY MATERIALS

_____

_____

_____

_____

HINT: Whenever possible, buy or duplicate primary material so that you will "own" it.

Secondary materials are usually found at a library. These are books and periodicals written about the primary material, but can also be pamphlets, lectures, radio commentaries, or any other sources that offer interpretations of the primary materials.

It is extremely difficult to produce an original paper from secondary sources alone. You can, however, produce an acceptable classroom term paper which will enlarge your knowledge of the subject while providing you with practice in gathering and correlating material.

Most papers use a combination of primary and secondary sources. The more your paper relies on primary materials rather than secondary sources, the more useful and informative your paper will be.

HINT: Whenever possible, do your research in the largest library you can find or the one most specialized in the area you are investigating. Other "libraries" are located in industrial plants, government agencies, business offices, and your own book shelves at home.

Books, Periodicals, and other Sources of Information

Books are valuable compilations and long interpretations largely of primary material. They reflect, in varying degrees, the bias of the authors.

At the library select from the subject index in the card

catalog the books whose catalog descriptions indicate they may be useful to you. Write out the author, title, and call number, using a separate slip of paper for each book. Arrange the slips in order.

HINT: If the library allows you to locate the book yourself, browse around the shelves near where you find your books for others dealing with the same subject.

When you locate the books, look over the index and table of contents of each book. If you find several page references for your topic, check out the book. Request the library to reserve for you promising titles that are not on the shelf. Check out plenty of books. Go back for more.

HINT: If there are so many suitable books available that you have to be selective, pick the more recently published editions. These books are usually based on earlier research.

If your time schedule allows, order additional books through inter-library loan. Additional titles listed by subject can be found in the bibliographies of the books and articles you have found.

HINT: One valuable source of titles can be found in bibliographies of unpublished doctoral dissertations on your subject.

Periodicals are magazines or specialized journals which publish research writing. Like your paper, these articles are usually written to interpret primary material. Because they are more opinionated than books, articles are most useful in enabling you to recognize other interpretations or to give support to your own.

Nearly all periodicals are listed in general or specialized indexes by subject, title, and author. If you do not know which of the various periodical indexes to use and how to locate the periodicals they index, ask the librarian for help.

HINT: Librarians, generally, are extremely cooperative, especially if you ask specific questions which indicate you have already tried to find the answer yourself.

When looking up periodicals, start with the most recently published index and work back until you have selected enough titles. When the title of the article indicates it may be useful to you, write out the author, the first few words of the title, the name of the periodical, the volume, and the date. Use a separate slip of paper for each article. Arrange the slips in chronological order, grouping those from each periodical.

Articles not available at the library can be ordered through inter-library loan. Because periodicals usually do not circulate, allow part of your note-taking time for working with periodicals in the library.

HINTS: Particularly useful articles should be duplicated. Be sure bibliographical information is included on the copy.

Other sources of information are limited only by the type of paper you are writing and your own ingenuity. You may consider using recordings, personal interviews, and government records if they are appropriate to your paper. Think of yourself as a detective or an investigative reporter looking for facts.

HINT: No one, not even you, can determine at this point the exact number of sources you will use in your finished paper. The number of sources you investigate depends upon what material is available and how suitable it is; upon how detailed a study you are making; and upon how much time you have to write the paper. If you must have a guide at this point, try to investigate at least twice as many sources as the total number of pages you plan for your finished paper.

IV - THE QUICK AND EASY WAY TO TAKE NOTES:

Begin by Burning Your Yellow Legal Pads

HINT: Taking several notes on large sheets of paper forces you, unnecessarily, to perform prodigious feats of memory while writing and, probably, a great deal of unnecessary rewriting to re-order your material. By far, the quickest, easiest, and most productive method of taking notes is to use an individual card for each note.

Getting Ready to Take Notes

1. Use unlined cards or paper so you won't feel restrained. 5x8 is the proper size. Anything smaller makes you feel cramped for space and tempts you to write information on the back which you could easily forget. You will use the cards sideways.

HINT: 5x8 pads are cheaper than cards. 8½x11 paper torn in half is cheaper still. Because you will be using only one side, you can save your note cards and use the other side for the next paper you write.

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2. Before you can take any notes, you must make out a separate bibliography card for each source of information you will take notes from. Consult your style sheet for the correct form or use the form described on p. 45 of this book, as you fill out each card. You will need these cards even if your assignment does not require a bibliography page. After you have made out bibliography cards for all

of your sources, you are ready to begin to research for information.

HINT: Throughout the note-taking procedure have in front of you the answers to the assignment questions and your time schedule from Chapter I. Also have in front of you the card with your general question and specific questions about your topic from Chapter II.

---

3. Take the bibliography card you made out for the first source. Skim the pages listed in the index if it is a book, or skim the entire material if it is a periodical. Every time you find information which seems to answer one of your questions, put a light pencil mark in the margin Then, on the bibliography card below the publishing information, copy down the page number where you put your check mark. Continue skimming this source, making light pencil marks in the margins and copying page numbers on the bibliography card.

4. Do the same for each book or periodical as you skim. Later, when you take notes, you will erase check marks from material you don't own and you will cross out each page notation on the bibliography card.

SAMPLE BIBLIOGRAPHY CARD

Author (last name first). Title, underlined.
Place of Publication: Publisher, date
of publication.

~~166~~, ~~285-6~~, 301

After you have skimmed through all your sources, checked off places in the margin which answer your questions, and marked the page numbers on your bibliography cards, you are ready to write out your note cards.

What to Put on The Note Card

1. In the upper right hand corner put the last name of the author(s) of the source of your material. Reserve the upper left hand corner for a notation you will make later that will show where the item fits into your outline. The outline arrangement will be explained in Chapters V and VI.

2. Be sure to use a separate 5x8 note card for each idea even if the note is just a phrase or two. This is no time to be stingy with note cards. If your note takes up more

than half a 5x8 card, it is probably more than one idea and should be put on two or more cards.

3. Be sure each note you take somehow responds to one of the questions you raised about your topic. You may add questions which relate to your general question.

4. Quote directly whenever possible from primary sources. Be sure to put quotation marks around every direct quotation even if it is only part of your note.

5. Most notes from sources that are not primary should be paraphrased or summarized. Do not put quotation marks around information you have put into your own words.

HINT: If you have duplicated material, you can save yourself time by cutting up the parts you want and taping each idea to a separate note card.

---

6. Add the page number of your information directly below the last line of the note.

7. Whenever possible, write out your reaction to this information directly below the page number. This is important.

8. Erase the check mark in the margin, cross out the page number on the bibliography card, and go on to the next note.

SAMPLE NOTE CARD

Author

"Direct quotation," paraphrase, or summary of material related to one of your questions

page number

Your reaction to this information

HINT: When you write your paper, try to begin your sentences with your reaction to the note which you will then verify by citing the information on your note card.

---

9. Do not be afraid to take too many notes. It is always easier to put aside extra notes than to go back over the same material or to seek out new material for more notes.

10. Use plenty of "ME" cards. "ME" cards are original ideas relating to the question you are investigating which come into your mind as you think about your paper. Jot them down as they come, one idea to a card, and indicate in the upper right hand corner that you are the author. The number of these notes that go into your final paper will depend upon how original you want your paper to be. Of course you will not footnote your own comments whether on regular note cards or on "ME" cards.

SAMPLE "ME" CARD

Me

Although this procedure has been in operation for three years, no one seems to have evaluated its effectiveness.

HINT: Your notes represent 3/4 of the time allotted for your paper. To avoid losing them, keep them in an expanding file which has your name and address on it.

V - STACKING THE CARDS:

Order out of Chaos

According to your time schedule, you have one-fourth of your time remaining before the due date. This time is used for arranging your notes, making an outline, writing, rewriting, and typing the finished paper. You begin by arranging into a manageable order all those notes you have been taking.

With your Question Card from Chapter II in front of you for ready reference, re-read each of your note cards quickly. Place in a single pile those note cards which explain the problem in general terms, those which give a history of the problem to date, and those which define the overall topic. You may have only one or two cards for this pile. These cards will help you to write your introduction. Label them with the Roman numeral "I" in the upper left hand corner and the word "Introduction."

If you find a card or two which seems to summarize what you are writing about, put these cards in another pile. Label these cards in the upper left hand corner: "III Conclusion." Don't worry if you have no Conclusion cards. You may not have arrived at any conclusions yet.

HINT: You may find many of your "ME" cards in these two piles.

Put rubber bands around eac h of these piles, or paper clips, and put them to one side.

I. Intro. Me	III. Concl. Jones

All of the cards you have left should somehow answer each of your specific questions. Re-read each of these cards carefully, grouping together those which respond to the same question.

HINT: Don't worry if you have cards that simply do not fit anywhere. Put these aside. If you have to discard them later, remember, it is far preferable to leave out unrelated material than to stray from your general question.

As you are re-reading your cards, check to make certain you have the correct author, page number, and information. Add more of your reactions to note cards whenever possible.

HINT: These piles should be somewhat even. Too many cards in one pile usually means this really answers more than one question. Too few cards usually means you have insufficient evidence to use this as an answer. In this case, either combine it with another pile, do more research on it, or forget it.

Find a key phrase which describes what the main idea is in each pile. Label the cards in each pile with their key

phrase. Because information in these piles somehow answers each one of the specific questions about your general questions, these piles of cards contain supports for your response to the general question.

Now you must decide in which order you want to use these supports. There are two basic orders to choose from. One is a chronological (time) order; the other is from-least-to-most-important order. If your paper gives a history or describes a process, you will probably arrange your supports in chronological order. If your paper presents an argument to support your opinion, you begin with your weakest or least important point and move on to the strongest or most important.

After you have decided on the most effective order, in the upper left hand corner of each card label the first pile of supports "II A," the second pile "II B," and so on. Put rubber bands or clips around each pile. Now put the piles in order with "I" on top, "IIA," "IIB," etc. next, and finally, "III."

VI - THE OUTLINE:
Building the Foundation

Now that you have researched the subject and found answers to your questions, you are an "expert" on the subject. As an expert, you are qualified to express an informed opinion which answers your general question. Your informed answer to the general question is the thesis of your paper. Look over the topics for each of your supports. They must each support your opinion about the general question, which is your thesis. Think of a sentence or two which clearly expresses your opinion using the key phrases of your support cards, if you can, in the order in which you arranged the cards. This sentence is your thesis sentence. It is the expression of your informed opinion. Everything else you say in your paper will support your thesis. Write the thesis out on a "ME" card. You may have to reword your thesis more than once before you are through.

Now you are ready to write your topic outline. This will give you a structure from which you can write your paper. Later it will be the basis for your Table of Contents in the finished paper. On a clean sheet of paper headed "Outline," write:

I. INTRODUCTION (Your Introduction may include several items as you will see on the sample Outline page which appears on p. 22 For now, just write out your thesis sentence from the "ME" card.)

THESIS: (You may have several sentences in your Introduction or only your thesis. The thesis sentence, however, must be the final sentence of your Introduction.)

Next, write:

II. SUPPORTS FOR THESIS

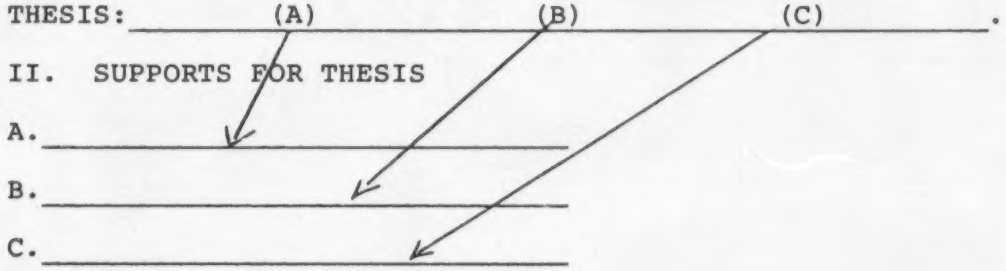
A. (List the topics from each group of support cards which you have arranged in chronological or least-to-most-important order.)

B.

C.

etc.

HINT: Keep checking the wording of your thesis sentence against the key words of your supports. The wording of your thesis should reflect the order in which you arranged your supports.



Finally, add:

III. CONCLUSION (Probably you can't fill this part in yet. The sample Outline page which follows indicates items which may go into the Conclusion of the finished paper.)

SAMPLE OUTLINE PAGE

OUTLINE

I. INTRODUCTION
- A. Start with an interesting lead. (More about this in Chapter VII)
- B. State the problem you have been assigned to solve.
- C. Give a history of the problem to this point.
- D. Explain any special term(s) you will use throughout the paper

(Use any or all of these in any order which best suits your purpose.)

- E. State your thesis. (Note: This may be the only sentence in your introduction. If you use other material, your thesis must be the Final sentence in your introduction.)

(This must be in your introduction.)

II. SUPPORT FOR THESIS
- A. Topic of first support
- B. Topic of second support
- C. Topic of third support
- D. etc.
- E.

(Any thesis worth writing about has at least 3 supports.)

III. CONCLUSION
- A. State your thesis another way.
- B. Summarize your supports.
- C. Refer to your lead.

(Use any or all of these in any order which best suits your purpose.)

HINT: If you had difficulty writing a good thesis, reexamine the way you have ordered your supports.

VII - THE FIRST DRAFT:

Knocking over Mental Blocks

For many people the hardest sentence to write is the first one. This chapter gets you past that block and starts you writing the paper.

First, gather all the materials listed on the Preliminaries page at the beginning of this book. Next, arrange for a large block of time when you will not be disturbed. Have your outline and note cards in front of you. Check your time schedule. You should have 1/4 of the allotted time remaining for writing and rewriting your paper. You are now ready to put that first sentence down on paper.

Listed below are five different ways to write your introduction. Any one will do for the first draft. You can always change it when you rewrite.

CHOOSE AT LEAST ONE:

1. Copy your thesis from the paper in front of you. This is a good, no-nonsense beginning. It can be used for any paper. It should be used for objective reports and investigations. When you use this beginning, your thesis is your first paragraph even though it is only one or two sentences. Your second paragraph begins with Support II A from your outline.

2. Ask a question or two which can be answered only by your thesis. This beginning is suitable for a paper which emphasizes your interpretation of primary material. You may follow your question with more introductory material. The final sentence of your introduction, however, must always be your thesis.

3. Make a statement that startles the reader, one which makes sense only in the light of your thesis. This approach immediately captures your reader's attention; however, it obligates you to continue in the same vein of high interest. You may follow this with more introductory material. The final sentence of your introduction, as always, is your thesis. The next paragraph begins Support II A.

4. Give a brief quotation from one of your sources which is directly related to your thesis and leads logically into your thesis. This beginning is a bit tricky, however, because the quotation must fit into your thought pattern. As with the other leads, you may follow this with more introductory material and conclude the introduction, as always, with your thesis.

5. Tell a brief anecdote which illustrates your thesis. This beginning is always interesting because most of us are eavesdroppers at heart and love a good story. Public speakers frequently lead into the thesis this way. You may add more introductory material and conclude, as always, with your thesis.

HINT: If you still cannot decide which beginning to use, choose #1 and begin.

As you write, every time you use a note card from a source other than yourself, you must provide a footnote. To prepare to write the footnote, immediately insert parentheses at the end of the citation whether you have quoted directly or not. In the parentheses put the last name of the author and the page number of the citation, like this (Smith, p. 24), even if the citation comes in the middle of a sentence. You will not add the actual footnote until you are ready to type the finished paper. The form for footnotes will be

explained in Chapter X.

HINT: By inserting parentheses as you write, you eliminate the need to interrupt the flow of ideas in order to figure out the correct footnote form from your style sheet.

Now you are ready to continue to write the body of your paper using your outline and each of your piles of support cards in order.

HINT: As you write, the degree of originality you put in your paper depends upon how you use your note cards and the comments you wrote on them. Original papers rely heavily on the comments you made on the note cards and on "ME" cards. An objective paper is based primarily on the material you researched with little or no comment from you.

When you have finished writing your introduction, read through the pile of first support cards labeled "II A."

HINT: Write on one side of the paper only. Use a new piece of paper for each support. This will make it easier for you if you decide to rearrange your supports as you rewrite.

You can make a smooth transition from your introduction into the body of your paper by beginning your paragraph with

a topic sentence which refers to the final sentence in your last paragraph and summarizes what you will write about in this one. Now continue writing the paragraph(s) dealing with this first support. Do not forget to use quotation marks whenever you quote directly. Remember to insert parentheses with author and page number immediately following each citation whether you use quotation marks with a direct quotation or you do not use quotation marks because you have paraphrased or summarized someone else's ideas.

As you write, take special care to integrate your citations so they flow along as part of your text. As you use citations, moreover, be particularly careful to indicate clearly where your words end and the words which come from another source begin. If your reader could be confused, mention the name of the source before you cite it, as you would in conversation. For example:

Although this procedure has been in operation ← your words
for three years, John Jones admits only one-
tenth of one percent of the population has ← paraphrase of
been adequately tested for results. (Jones, p. 366) Jones' idea

---

HINT: In this first draft, don't worry about correct usage, spelling, or smoothness of style. At this point you are concerned only with getting the ideas down on paper clearly and in order.

After you have finished writing Support II A, read all the cards in the Support II B pile. Think of a topic sentence which refers to what you said in the final sentence of the previous paragraph and which summarizes what you will say in this one. Continue writing this support in the same manner as you wrote Support II A. Try to write through all supports the same way, and at one sitting. If you have to stop for a breather, this is a good place. When you start again, re-read what you have written so far and then write your conclusion.

Let's talk about the conclusion. Some short papers do not need a formal conclusion. They simply end logically after the last support. Longer papers, however, need some sort of conclusion in order to remind the reader of the purpose of the paper.

HINT: If you begin your conclusion with expressions such as "In conclusion," or "To sum up," your reader may think you are not sure you have expressed yourself clearly. Avoid these expressions if you can.

The Sample Outline page listed the items of the Conclusion. They are explained below a little more fully. Use any or all and in any order which best suits your paper.

1. Express the idea of your thesis another way. Your "Conclusion" cards may provide you with summaries which do this or with a concluding quotation which restates your thesis.

2. Summarize your supports and what they prove in the order you used in your paper. This is very important in a long paper.

3. If you have used a lead, refer to it. This ties the whole paper together.

You will have note cards left over. Nobody is perfect.

VIII - ACKNOWLEDGE YOUR SOURCES:
The Problems of Quotations and Plagiarism

Quotations

Words taken directly from someone else are direct quotations. Direct quotations are always enclosed in quotation marks when they are part of your text. Someone else's ideas and words which you have paraphrased or summarized are not enclosed in quotation marks. All sources of information, however, must be acknowledged. You do not, of course, acknowledge sources when you use information from "ME" cards or your comments on note cards because this information comes from you.

We call information from sources other than you, whether quoted directly or not, citations. As you rewrite, ease the citation into the text of your paper just as you would mention outside information you are citing in a formal conversation or lecture. To do this you may have to leave out words or add clarifying words or phrases to the words of the author. Your handbook explains how to do this by using ellipses when you leave out words in a direct quotation and square brackets when you add clarifying words or phrases.

Direct quotations which take up 4 lines or less in the

finished typewritten paper should be included as part of your text. Ease the citation into your sentence with some reference to the source, such as:

While some people are objecting to this procedure, Smith advises . . . . .

Direct quotations of 4 to 10 lines are treated like this:

> The citation is separated from the body of the text by two double spaces before and after, and both sides are indented. Quotation marks are not used. Be sure the sentence before the offset quotation leads directly into it so that what you are saying will make complete sense only if the reader reads the quotation which follows. The sentence after the offset quotation should refer to it without repeating what it says.[1]

[1]In the finished paper, the footnote number of an offset quotation follows the final word, as you can see above.

HINT: Avoid offset quotations longer than 10 lines. People do not like to read long passages of close print. If you must use that much material from someone else, break it up by paraphrasing or summarizing part of it in your test.

If you did not read the offset quotation above carefully, go back and read it again. It is important.

Plagiarism

Plagiarism is the act of including in your text material

from a source other than yourself which the reader may mistake as originating with you. Most plagiarism is unintentional.

If you are writing an objective report, probably you will not be faced with the problem. Here your task is to gather information, justify the selection, arrange it in order, and interpret it. The reader usually can tell easily what is gathered information and what you have originated.

In writings such as investigative reports, term papers, and magazine articles which tend to be more subjective, however, the distinction can easily be blurred unintentionally.

You can avoid plagiarism by remembering the rule: Whatever you incorporate in your paper from a source outside yourself, even if it is not a direct quotation, must be acknowledged as not originating with you either within the text and/or with a footnote.

The only exception to this rule is common knowledge. Common knowledge is whatever you knew before you started research and any information which you have found in two or three sources which did not acknowledge an original source.

HINT: It is no disgrace to admit to many sources. A large bibliography signifies that you have done a thorough job of research.

IX - SUBSEQUENT DRAFTS:

The Difference Between Craft and Art

The number of times you write your paper depends upon your abilities as a writer, your subject, and your audience. If you are an especially talented writer, have an easily explained subject, and have a sympathetic reader, you may get by with a judicious proofreading and editing of your first draft. The rest of us, however, should plan on two or more complete rewritings before typing up the finished paper.

In your first draft you ordered your material for yourself. The purpose of the second draft is to write to your audience.

HINT: Imagine you are writing to one who speaks English as a second language. This should keep your style comfortable and your sentences clear.

In the second draft, plan to rewrite the entire paper, smoothing transitions from support to support and integrating citations into your text by leading your reader into them and back out, as you learned in Chapter VII. As you proofread this second draft, use your handbook and dictionary to correct errors in usage, spelling, and punctuation. Keep footnote references in parentheses throughout this

and all drafts. In the final draft, you will number the parenthesis for the typists, as you will learn in Chapter X.

HINT: If you have difficulty in writing transitions between supports or if you find yourself saying, "as I mentioned previously," your supports may be out of order. Rearrange supports until you find a more suitable order. Because you have written on only one side of the paper and have started each support on a clean sheet of paper, you can do this easily. *REMEMBER: if you do rearrange your supports, you should rewrite the thesis sentence to conform to the revised order of supports.

In subsequent drafts you may rewrite the entire paper or only individual supports as needed. Each time you rewrite part or all your paper, strive for consistency of diction (the choice of words) and tone (the mood your words convey). With each new support, remind your reader why you are writing this paper by referring somehow to your thesis.

When you are satisfied you have proved your thesis and that you have supported it clearly and convincingly, you are ready for the final draft.

HINT: To make sure you are getting your ideas across, try recording your paper on cassette and listening to it as a critical audience with your draft in front of you so you can note where changes should be made.

The first draft was for you; the second draft and any subsequent drafts are written for your reader. The final draft is the complete rewriting for the typist, even if the typist is you. Its purpose is to provide a clean , clear copy and to number the parentheses for footnoting.

The parentheses remain in this final draft; however, in this draft number each of the parentheses, in order, from 1 on, placing the number at the end of the parentheses above the line, like this: (Smith, p. 32).[1]

HINT: Some formats require that when the finished paper is typed up, the parentheses remain in the text without the footnote numbers. Unless your style sheet tells you to leave parentheses in the text, plan to write out footnotes.

Most formats or style sheets require either that you gather all footnotes at the end of the paper or drop them to the bottom of the page on which the citation occurs. In the next chapter, you will learn both ways to type up footnotes.

X - THE FINISHED PAPER

Neatness Counts

If you are having the paper typed, give the typist the proofread final draft, the style sheet you are required to use, and a deadline date. Because you are responsible for the finished paper no matter who types it, allow time for a final proofreading by you.

If you are typing the paper yourself, remember neatness really does put your reader or editor in a favorable mood. Be sure your typewriter has a new ribbon and clean type. Use a good quality 16 or 20 pound white paper, 8½x11, not eraseable.

HINT: If you are not a good typist, try to obtain permission to submit a photocopy. You may then use eraseable paper for the original and submit the copy which will not smudge with handling.

Before you put the paper into the typewriter, make a light pencil line about 1 inch from the bottom on the right side of the paper for your lower margin. Adjust side margins at 1", put your typewriter on double space, and type as required by your style sheet.

HINT: As you type, avoid hyphenated words. It is better to have a jagged right hand margin than to have too many broken words. If you must hyphenate, use a dictionary each time to make certain you have divided the word correctly. Never end a page with part of a hyphenated word.

Footnotes Gathered at the End

Unless your style sheet calls for parentheses in the text, the parentheses you used to indicate the sources as you wrote your drafts will not be included in the finished paper, although the consecutive numbers you put in your final draft will remain, slightly raised, like this.[1] (You will find this footnote, with others, gathered at the end of this book.) If you are permitted to gather footnotes at the end of your paper, you will find typing them poses no special problems. As you are typing up your text and come to a footnote, eliminate the parentheses, leaving the raised number. Write out the complete footnote reference on a separate piece of paper, conforming strictly to the format of your style sheet. On this paper, number each footnote at the beginning with the number raised slightly above the line. This number must correspond to the footnote number within the text. Later your handwritten footnotes will be typed up and placed immediately following the final page of your text.

You should be aware there are as many different ways

to write footnotes as there are style sheets. You must be sure to use one form consistently throughout. You will learn first the basic format to use if you have no style sheet to guide you and then see some of the forms used by different style sheets.

As a general rule, footnotes are written like small paragraphs with the items separated by commas. The number of the footnote is placed immediately before the first word, slightly raised above the line, with no dot following it. This is the general form:

> number
> Author's full name (first name first), "Title of the Article," Title of the Whole Work, specific publication information such as volume and edition number (Place of Publication: Name of Publishing Company, date of publication), specific page number.[2]

The Turabian handbook specified that, when the very next reference is from the same source, the footnote reads "Ibid." (the Latin abbreviation for "in the same place"), followed by the page number, if it differs. Footnote 3 illustrates this.[3] The MLA Style Sheet and the U. S. Government Style Manual, however, prefer the use of the author's last name and the page number like this:

> Turabin, p. 117.[4]

The manual published by the University of Chicago placed the footnote number, followed by a dot, on the same line as the footnote. Footnote 5 of this book illustrates this method.[5]

As mentioned earlier, some scientific papers keep the author's last name and the date of publication in parentheses within the text and omit the formal footnote altogether, like this: (Jones, 1975). The American Chemical Society style sheet requires footnote numbers in the text with references written out below the text, but in abbreviated form. Footnote 6 of this book is an example.[6]
The Manual of the American Psychological Association also prefers to place the citation note within the text, using the following method to indicate a particular page:

> Grosse (1949) considers his text simply as a more sensitive index of 'impairment in both the concrete and abstract spheres [p. 13].'[7]

Another footnote variation in scientific papers occurs in the Manual published by the Council of Biology Editors. Here the writer is directed to mark footnotes either with a raised number in an inverted caret, like this: $\overset{1}{\vee}$ or by various symbols such as *, +, $\overset{+}{+}$, //, ‡.[8]

HINT: It is never necessary to memorize any of these forms or their variations. It is enough to know there are variations, to be sure you are using the correct style sheet for your assignment, and to use the same form consistently throughout.

When you have completed typing your paper, head up another page FOOTNOTES and type out the footnotes as you have written them. This page is not numbered. It follows immediately after the last page of your text.

Footnotes Dropped to the Bottom of the Page

If your assignment calls for footnotes to be typed on the same page as the citation in the text instead of gathered at the end, the typing procedure is a little more complicated and takes practice. You may want to have your typewriter and some paper in front of you as you read this.

As you are typing your paper, when you come to the citation, again eliminate the parentheses and keep the raised number. This time, however, continue typing only until you come to the end of the line in which the footnote number occurs. At this point, roll the paper up in the typewriter until you come to the penciled margin you made 1 inch above the bottom of the page. Roll the paper back

down 4 single spaces to accommodate the space you will leave between the text and the footnotes. Make a new pencil mark at this place on the right side of the paper. Make this initial margin change just once on the page no matter how many footnotes you have. Next, for each citation you come to that is a first reference, raise the penciled margin either 3 or 4 additional single lines, depending upon the length of the footnote. For each citation from a source already used in the text, raise the margin only 2 single lines.

Return to your place in the text. Make sure your typewriter is still adjusted to double-space. Continue to type your paper, raising the margin every time you come to the end of a line which has a citation.

HINT: If a footnote comes up as you are nearing the bottom margin and you know another footnote will not fit within the margins of the page, stop typing and plan to continue on the next page. This will leave you a bottom margin wider than 1" but it is always better to have a too wide than a too narrow margin.

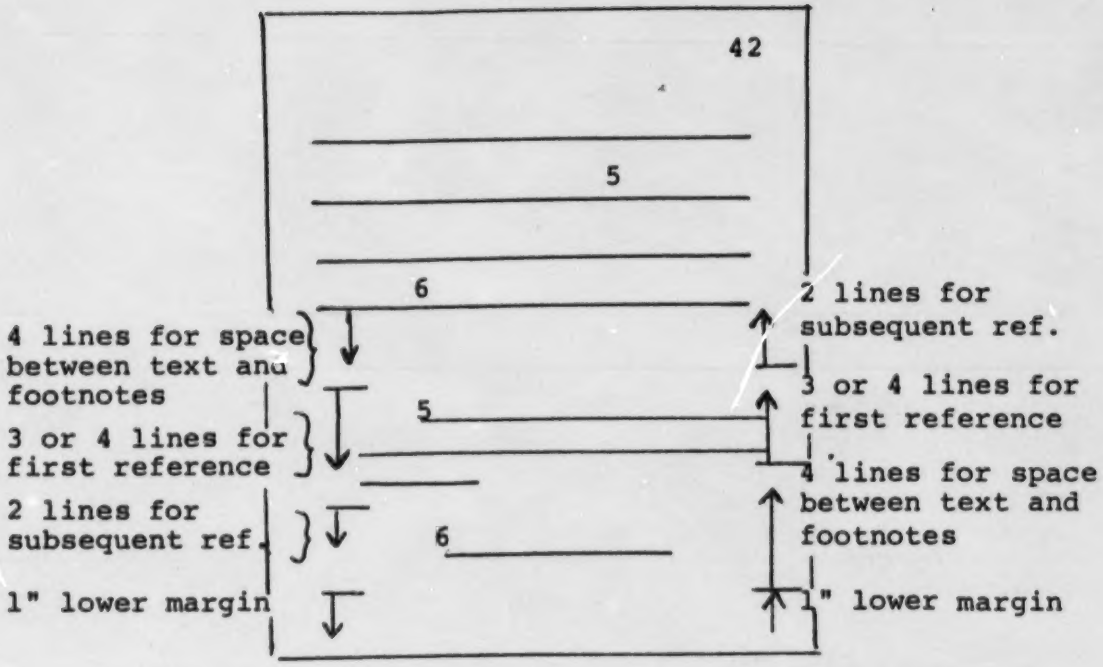
Stop typing when you come to the adjusted bottom margin, no matter how high it has been raised. Change your typewriter to single space. Skip the four single lines between text and footnotes. Type each footnote exactly according to the

form of your style sheet.

HINT: Type a 1½ inch line at the left hand margin directly under the last line of the text on the page in order to set off your notes clearly from the text.

See the Sample Page with Footnotes at the Bottom on the next page.

SAMPLE PAGE WITH FOOTNOTES AT THE BOTTOM OF THE PAGE



Be sure to readjust your typewriter to double-space before starting to type the next page.

When you have finished typing the body of your paper, proofread it, correcting all errors and erasing all pencil lines.

Title Page, Table of Contents, Page Numbers

Find a title for your paper. The title of an objective report states as clearly and simply as possible the contents of the paper. If you are writing a paper which relies more heavily on your interpretation than on a presentation of data, however, you can try for a bit more clever wording which will capture attention while still informing the reader of the content. Your title may be a question. It may not be a statement.

Your style sheet will give you a model of a title page. If you are not using a style sheet, you should know most title pages contain the title, the author, the source of the assignment, and the date submitted, all centered on the page.

TITLE IN CAPITALS

Author

Other Assignment Information

Date

If your paper requires a table of contents, and most do, type this after you have finished typing the rest of the paper. Use your topic outline as a guide, omitting Roman numerals and letters and adding in page numbers.

All pages in the body of the text except the first page are numbered. Use Arabic numerals. Additional material such as the footnote page, the bibliography page, and appended material are usually not numbered or are numbered with lower case Roman numerals.

Bibliography

If your assignment requires it, label a page SELECTED BIBLIOGRAPHY. Arrange your bibliography cards in alphabetical order according to the last name of the first author or the first word of the title if no author is mentioned. (Do not count "A," "An," or "The" as first words.) Eliminate from this pile those sources you did not use in the footnotes of your finished paper. List only the items you did use exactly as you wrote the bibliographical item on your cards. As with footnotes, there is a variety of forms for bibliographical entries. Except for some scientific style sheets, however, most call for alphabetical listing on a separate sheet, according

to the last name of the author or the first word of the title where no author is given. Each item uses overhanging indentation. The information within is separated by periods. For example:

(book)

Author's Last Name, Then First. Complete Title. Other Information About this Edition. Place of Publication: Publisher, date.

(article)

Author's Last Name, Then First. "Complete Title of Article." Name of Periodical. Other information about this issue (date), pages of entire article.

Some scientific papers list and number the reference in the order they appear in the text. Some vary the arrangement of the facts of publication.

HINT: As with footnotes, be sure you are using the correct style sheet for your assignment and that you are being consistent in form.

You may head up another sheet: OTHER SOURCES CONSULTED in order to list, as you did on your bibliography page,

those sources you read for background but did not cite directly in your text.

The SELECTED BIBLIOGRAPHY at the end of this book -- which lists all the style sheets mentioned in Chapter X -- uses the format of The MLA Style Sheet.

When you have finished your entire paper, have someone else proofread it for typographical errors or wait at least twenty-four hours before you give it a final check. Make certain footnotes are numbered and written correctly and that your final copy is clean and free of errors.

FINAL HINT: Always keep a copy of your paper. If the submitted copy is returned to you edited and criticized, note the comments and review them before beginning a similar assignment.

FOOTNOTES

[1]Footnote forms are described in the style sheets. The most commonly used style sheets are listed in the selected Bibliography at the end of this book. These are available at most libraries.

[2]Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations, 4th ed. (Chicago: The Univ. of Chicago Press, 1973), p. 81.

[3]Ibid., p. 117.

[4]See The MLA Style Sheet, 2nd ed. (New York: The Modern Language Association of America, 1970), p. 19 and p. 24; and U. S. Government Printing Office Style Manual, rev. ed. (Washington, D.C.: United States of America Printing Office, 1973), p. 9.

5. A Manual of Style for Authors, Editors, and Copywriters, 12th ed. rev. (Chicago: The Univ. of Chicago Press, 1969), p. 349.

[6]Handbook for Authors of Papers in the Journals of the American Chem. Soc. 70 (1967).

[7]Publication Manual of the American Psychological Association, rev. (Washington, D.C.: American Psychological Association, Inc., 1967), p. 29.

[8]Council of Biology Editors, CBE Style Manual, 3rd ed. (Washington, D.C.: American Institute of Biological Science, 1973), p. 132.

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Turabian, Kate L. A Manual for Writers of Term Papers, Theses and Dissertations. 4th ed. Chicago: The Univ. of Chicago Press. 1973.

U. S. Government Printing Office Style Manual. rev. ed. Washington, D.C.: United States of America Government Printing Office. 1973.

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